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EDUCATIONAL STATUS OF PARENTS AS A PREDICTOR OF SOCIAL AND EMOTIONAL MATURITY OF ADOLESCENTS

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ABSTRACT

To study the influence of educational status of parents on the social and emotional maturity of senior school adolescents, the present study was carried out. A total of randomly selected 277 adolescents studying in class XI made the sample of the study. To collect the requisite data, Social Maturity Scale by Rao, Emotional Maturity Scale by Singh & Bhargava and a self-designed questionnaire were employed. The study revealed that adolescents of better educated parents were significantly more personally adequate than those whose parents were either illiterate or educated upto matric only. Whereas, adolescents of only highly educated mothers were found to be significantly more emotionally progressive and socially adjusted. Educational status of fathers was not found to influence the emotional development of adolescents. In totality, the study stressed upon the importance of educated parents and their impact on children's maturity.

KEYWORDS: Parenting, Personal Adequacy, Emotional Progression, Personality Integration, Social Adjustment & Parent Education

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Original Article

INTRODUCTION

Education means the process of getting knowledge, developing the sources of knowledge and enhanced reasoning power which improve the qualities of prospective citizen of the society (Ara, 2012). The first determinant, which is the first and most important bed to nurture children, is the educational level of parents. Parenting is not an easy task. Parents who offer an encouraging environment for their offspring are rewarded when as adults their offspring realize a successful fit into the society. Effective parenting facilitates to construct and develop positive behaviours (Naik and Saimons, 2014)

Adolescence is a social and emotional process. The relationship an adolescent shares with his parent is most important in defining his ability to mature socially and emotionally. Adolescents need trusting and caring relationships to get success in school and life. Adolescents desire autonomy, independence, and time with peers, but at the same time, they continue to rely on guidance from parents (Joseph, 2012). Social maturity is a term used commonly with reference to the behaviour that conform to the principles and hopes of the adults and with reference to the behaviour that is suitable to the age of the individual under observation and young adult ought to learn to deal with their escalating social space and necessarily accomplish certain degree of social maturity toward off deviances. However, emotional maturity is a single effective factor to shape the personality, teaming with groups, making decisions, evolving healthy relationships and enhancing self-worth.

In the first couple years, children's brains are like sponges and they absorb in everything nearby. Thus, what they absorb from their parents in the first couple years of their lives will influence children for the rest of their lives.

As are the parents so are the offspring. The education that children get is very much dependent on the educational level of their parents. It has been identified that the literacy of parents strongly influences the education of their children (Gratz, 2006). It is because, 'parents who have gone beyond a high school education are assessed to be more involved with their offspring than those who did not finish high school. The unmanaged stress in the lives of less educated parents interferes in their ability and opportunity to interact with the child (Sclafani, 2004). Today's adolescents are vital to society because they are our future. They hold the key to change. Hence, a successful future lies in their hands. They must be tackled by parents efficiently because they are the backbone of society. Their social and emotional maturity has to be developed in the family. Social maturity is a crucial component for today's youth as they are becoming more dependent on technologies, hence, self-centred and selfish. They require to be more socialized. Boosting social maturity is one essential parenting principle that offers child with a significant set of social skills that rises the probability that he or she will relish a prosperous life (Naik and Saimons, 2014). Most of successful and well-adjusted children belong to those families where parental attitudes are favorable and a wholesome bond existed between parents and children (Aeri and Jain 2010). Social and emotional maturity is an imperative facet of adolescent's life because he is to mature in an adult and no society can accept socially and emotionally immature individuals. Teaching of how to work together successfully, how to question what is in front of them, and how to be catalysts of change whether social or emotional, become foremost when we talk of socially and emotionally mature adolescents. This training starts from what they receive in the first few years of their lives and with what they learn from their parents. Therefore, making them socially and emotionally mature becomes the primary duty of parents.

Keeping in mind the importance of socially and emotionally matured adolescents and how parents are responsible to nurture their maturity, our study is an attempt to find out whether educational status of parents influences the social and emotional maturity of adolescents or not, with the following objectives:

- To examine the level of social and emotional maturity of adolescents across educational status of parents.
- To explore if parents' educational status statistically influences the social and emotional maturity of adolescents.

METHODOLOGY

Sample

In 2009, the research study was exclusively carried out in the schools of G. B. Pant University of Agriculture & Technology, Pantnagar. The adolescents studying in class XI made the sample of the study. Three schools could be purposively involved in the study since only these schools were providing education up to intermediate level. All adolescents studying in class XI of the selected three schools were taken up as respondents. A total of two hundred and seventy seven (277) were the respondents for the present study.

Tools

To study the socio-demographic characteristics of the respondents, a self-designed socio-demographic questionnaire was used. Rao's Social Maturity Scale developed by Nalini Rao was implemented to assess the social maturity of the respondents. This 90 items scale measures social maturity under 3 dimensions viz. Personal Adequacy, Interpersonal Adequacy and Social Adequacy. Whereas, emotional maturity was evaluated through Emotional Maturity Scale by Y. Singh and M. Bhargava. This scale contains 48 questions dispersed under five categories i.e. Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. Emotional Maturity Scale

is a self-reporting Five Point Scale.

Procedure and Data Analysis

The purpose of the study was made clear to the respondents firstly. They were then requested to give honest responses and were guaranteed that their identity would be kept confidential. English as well as Hindi version of both the scales was used as per the medium of the schools. Under strict supervision, each sampled student was given questionnaires individually and was requested to fill the questionnaires there and then only. The respondents were also requested to fill the questionnaires within the given time. Arithmetic mean, Standard deviation, Analysis of variance (ANOVA) and Correlation coefficient were implemented to analyse the data statistically.

RESULTS AND DISCUSSIONS

Figure 1 shows the percentage distribution of adolescents on social maturity across father's education. It elucidates that on personal adequacy component of social maturity scale, respondents whose fathers were illiterate (58.82%) or educated upto matric (51.43%) were mainly moderately stable whereas, those whose fathers were educated upto intermediate to graduation (43.75%) and PG or above (42.22%) were unstable on it. Only 5.71% of the respondents whose fathers were educated upto matric were observed to be extremely personally adequate and unfortunately 2.34% of those whose fathers were educated upto intermediate to graduation were identified as extremely personally inadequate also.

Placement of Figure 1

In contrast, on interpersonal adequacy component, majority of the respondents across all categories of father's education were noticed to fall under moderately stable level of maturity, viz. 82.35%, 72.86%, 77.34% and 82.22% among those whose fathers were illiterate, educated upto matric, intermediate to graduation, and PG or above, respectively. However among remaining percent of respondents, it was observed that large percent belonged to unstable level of maturity like 14.71% of those whose father were illiterate, 21.43% of those whose were educated upto matric, 19.53% of those whose were educated upto intermediate to graduation and 17.78% of those whose were educated upto PG or above. The best thing to find was that although just 2.94%, 5.71% and 3.13% of those whose father were illiterate, educated upto matric and upto intermediate to graduation, respectively, were extremely stable, no one was extremely unstable on it.

Just like under interpersonal adequacy component, majority of the respondents under social adequacy component as well were observed to fall within moderately stable level of maturity and none under extremely unstable level. 79.41% of respondents whose fathers were illiterate, 82.86% of those whose were educated upto matric, 87.50% of those whose were educated upto intermediate to graduation and 80.00% of those whose were PG or above were moderately stable. Extremely socially adequate respondents were merely 11.76%, 14.29%, 7.81% and 13.33% among respondents whose fathers were illiterate, educated upto matric, upto intermediate to graduation and PG or above, respectively. Certain percent, viz. 8.82%, 2.86%, 4.69% and 6.67% of respondents whose fathers were illiterate, educated upto matric, intermediate to graduation and PG or above, respectively, were identified as unstable as well.

A cursory look at composite social maturity reveals that majority of the respondents across father's education were predominantly moderately socially mature followed by being socially unstable. 70.59%, 80.00%, 82.03% and 73.33% of the respondents whose fathers were illiterate, educated upto matric, intermediate to graduation and PG or above, respectively, were identified as moderately socially mature and 26.47%, 15.71%, 17.97% and 26.67%, respectively, as unstable. Only 2.94% and 4.29% of the respondents among those whose fathers were illiterate and educated upto matric,

respectively, were extremely socially mature but it was good to observe that none of the respondent under 4 categories was extremely socially immature.

Percentage distribution of senior school adolescents of Pantnagar on emotional maturity across father's education can be seen in Figure 2. A close perusal of the figure illustrates that respondents whose fathers were illiterate (52.94%) or educated upto matric (48.57%) were mainly extremely emotionally stable whereas, those whose fathers were educated upto intermediate to graduation (55.47%) and PG or above (51.11%) were moderately emotionally stable. 8.82%, 8.57%, 10.94% and 15.56% of the respondents whose fathers were illiterate, educated upto matric, intermediate to graduation and PG or above, respectively, were discovered to be unstable and just 2.22% as extremely unstable among those whose fathers were PG or above.

Placement of Figure 2

As on emotional stability component, respondents whose fathers were illiterate (55.88%) and educated upto matric (52.86%) were preponderantly observed to fall under moderately stable level followed by extremely stable level (38.24% and 38.57%, respectively) on emotional progression component as well whereas, those whose fathers were educated upto intermediate to graduation (53.13%) and PG or above (51.11%) were observed to fall under extremely stable level of emotional maturity followed by moderately stable level (32.03% and 33.33%, respectively). It was disappointing to find that 2.94%, 8.57%, 12.50% and 15.56% of the adolescents among those whose fathers were illiterate, educated upto matric, intermediate to graduation and PG or above, respectively, were unstable and 2.94% and 2.34% extremely unstable among those whose father were illiterate and educated upto intermediate to graduation, respectively.

It was worth noticing that on social adjustment, majority that is, 55.88%, 68.57%, 57.03% and 57.78% of the respondents whose fathers were illiterate, educated upto matric, intermediate to graduation and PG or above, respectively, were extremely stable and none of the respondent was extremely unstable. After extremely stable level, next large population of adolescents on social adjustment under all the four categories (38.24%- illiterate fathers, 28.57%- fathers' educated upto matric, 39.84%- fathers' educated upto intermediate to graduation and 33.33%- fathers' educated upto PG or above) was observed to fall under moderately stable level of maturity. Despite this small percent, viz. 5.88%, 2.86%, 3.13%, and 8.89% of adolescents whose fathers were illiterate, educated upto matric, intermediate to graduation and PG or above, respectively, were noticed to be unstable.

Once again, under personality integration component, it was concluded that respondents whose fathers were illiterate (88.24%), educated upto matric (74.29%), intermediate to graduation (65.63%) and PG or above (75.56%) were mainly extremely stable followed by being moderately stable (5.88%, 22.86%, 30.47% and 13.33%, respectively). But still, 2.94%, 2.86%, 3.91% and 11.11%, respectively, were identified as unstable and 2.94% as extremely unstable among those whose fathers were illiterate.

The observation of independence component revealed that adolescents whose fathers were educated upto matric, intermediate to graduation and PG or above were moderately stable (57.14%, 44.53%, 51.11%, respectively) and thereafter unstable (24.29%, 28.91% and 22.22%, respectively) whereas, adolescents whose fathers were illiterate were moderately stable (47.06%) followed by being extremely stable (23.53%). Unfortunately at the same time, 20.59% of adolescents whose fathers were illiterate were extremely unstable also. Under other categories, the percent adolescents identified as unstable was bit low, viz. 1.43%, 12.50% and 11.11% among those whose fathers were educated upto matric, intermediate

to graduation and PG or above, respectively.

Analysis of emotional maturity of the respondents compositely revealed that except among adolescents whose fathers were educated upto intermediate to graduation under other three categories namely adolescents whose fathers were illiterate, educated upto matric and PG or above majority of the population was extremely stable (55.88%, 60.00% and 51.11%, respectively) followed by moderately stable (38.24%, 38.57% and 37.78%, respectively). Among adolescents whose fathers were educated upto intermediate to graduation the picture was just reverse. 56.25% were moderately stable and 39.06% extremely stable. 5.88%, 1.43%, 4.69% and 11.11% of the adolescents whose fathers were illiterate, educated upto matric, intermediate to graduation and PG or above were emotionally unstable as well but no one was extremely unstable.

Figure 3 reveals the percentage distribution of adolescents on social maturity across mother's education. On personal adequacy component incompatible results were obtained under four categories of adolescents formulated on the basis of their mother's education. Among adolescents whose mothers were illiterate, large number were found to be moderately stable (50.68%) followed by being unstable (47.95%) whereas among those whose mothers were educated upto matric and PG or above were largely unstable (48.35% and 75.00%, respectively) then moderately stable (46.15% and 25.00%, respectively). Among respondents whose mothers were educated upto intermediate to graduation, an equal percent of adolescents were found to belong to moderately stable and unstable (49.48% and 49.48%, respectively) level of maturity. On this component small percent of adolescents were observed to fall within extreme levels of maturity scale as well. 1.37% and 3.30% of adolescents whose mothers were illiterate and educated upto matric were extremely stable and at the same time 2.20% and 1.03% of adolescents whose mothers were educated upto matric and upto intermediate to graduation were extremely unstable.

Placement of Figure 3

Interpersonal adequacy component has a different picture to show. On it, majority of the adolescents under all the four categories viz. adolescents whose mothers were illiterate (78.08%), educated upto matric (73.63%), intermediate to graduation (81.44%) and PG or above (75.00%) were moderately stable followed by being unstable (17.81%, 20.88%, 17.53% and 25.00%, respectively). Surprisingly none of the adolescent whose mothers were PG or above were found to be extremely stable where as adolescents whose mothers were less educated were found extremely stable to some extent. 4.11% of adolescents whose mothers were illiterate, 5.49% of those whose were educated upto matric and 1.03% of those whose were educated upto intermediate to graduation were extremely stable and none was found to be extremely unstable on it.

The pattern of distribution of respondents on social adequacy was similar across all categories except under adolescents whose mothers were PG or above. Among adolescents whose mothers were illiterate, educated upto matric and upto intermediate to graduation, majority (84.93%, 83.52% and 84.54%, respectively) was identified to be moderately socially adequate and after that extremely socially adequate (12.33%, 12.09% and 9.28%, respectively) whereas among adolescents whose mothers were PG or above, large population (81.25%) was moderately stable but then unstable (12.50%). The percent adolescents found unstable among adolescents whose mothers were illiterate, educated upto matric and upto intermediate to graduation were 2.74%, 4.40% and 6.19%, respectively. However, fortunately under all the categories none was found to be extremely unstable.

Respondents on the whole can be said to be moderately socially mature. If have to say it in terms of figures then 82.19% among adolescents whose mothers were illiterate, 78.02% among those whose were educated upto matric, 78.35% among those whose were educated upto intermediate to graduation and 68.75% among those whose were PG or above were moderately socially mature. Next large group of adolescents under all the categories was socially unstable viz.16.44%, 19.78%, 20.62% and 31.25% respectively. It was disappointing to find that only 1.37%, 2.20% and 1.03% of the adolescents were extremely stable among those whose mothers were illiterate, educated upto matric and intermediate to graduation but none among those whose were PG or above. Still one good thing to find was that none of the respondent was extremely socially immature.

The data presented in figure 4 portrays the percentage distribution of adolescents on emotional maturity across mother's education. It clearly represents that adolescents whose mothers were illiterate (50.68%) were extremely stable on emotional stability component of emotional maturity whereas those whose mothers were educated upto matric (52.75%), intermediate to graduation (45.36%) and PG or above (75.00%) were moderately stable on it. 36.26% and 38.14% of adolescents were identified to be extremely stable among adolescents whose mothers were educated upto matric and intermediate to graduation, respectively. Among respondents whose mothers were PG or above, after mainly being moderately stable, equal percent of adolescents were found to be extremely stable (12.50%) and unstable (12.50%).1.03% adolescents among whose mothers were educated upto intermediate to graduation were unstable but there was no such case under rest of the categories.

Placement of Figure 4

Just like under emotional stability component, inconsistent results were obtained under emotional progression component as well between the categories namely adolescents whose mother were illiterate and rest of the categories. Among adolescents whose mothers were illiterate, bulk (53.42%) was found to be extremely stable while under rest of the categories namely adolescents whose mothers were educated upto matric (50.55%), intermediate to graduation (50.52%) and PG or above (43.75%) bulk was moderately stable. Among adolescents whose mothers were educated upto matric, intermediate to graduation and PG or above, 35.16%, 36.08% and 37.50% were identified as extremely stable and at the same time12.09%, 12.37% and 18.75%, respectively as unstable and 2.20%, 1.03% and 0.00%, respectively as extremely unstable.

On social adjustment component, respondents' under all the four categories that is adolescents' whose mothers were illiterate (64.38%), educated upto matric (59.34%), intermediate to graduation (59.79%) and PG or above (43.75%) appeared to be extremely stable and subsequently moderately stable (34.25%, 37.36%, 34.02% and 43.75%, respectively). No adolescent under any category was extremely unstable on this component but small percent was observed to be unstable (1.37%, 3.30%, 6.19% and 12.50%, respectively).

Respondents came out to be equally good at personality integration component as they were on social adjustment component. Majority of the adolescents among those whose mothers were illiterate (80.82%), were educated upto matric (64.84%), intermediate to graduation (73.20%) and PG or above (68.75%) were extremely stable and then moderately stable (17.81%, 29.67%, 18.56% and 31.25%, respectively). Still there were few who were unstable and even extremely unstable.1.37%, 5.49% and 7.22% of adolescents among those whose mothers were illiterate, educated upto matric, and intermediate to graduation were unstable and 1.03% among those whose mothers were educated upto intermediate to graduation were extremely unstable.

In contrast to personality integration component, majority of the respondents on independence component were noticed to be moderately stable. 50.68%, 47.25%, 46.39% and 68.75% of adolescents whose mothers were illiterate, educated upto matric, intermediate to graduation and PG or above, respectively were moderately independent. Small percent of adolescent viz. 19.18%, 13.19% and 19.59% were also identified to be extremely independent especially among those whose mothers were illiterate, educated upto matric and intermediate to graduation, respectively but none among those whose mothers were PG or above. Unfortunately good percent of adolescents under all the categories were found to be unstable as well as extremely unstable on this component. Among adolescents whose mothers were illiterate, educated upto matric, intermediate to graduation and PG or above 17.81%, 31.87%, 23.71% and 12.50%, respectively were unstable and 12.33%, 7.69%, 10.31% and 18.75%, respectively were extremely unstable.

An overview of the emotional maturity in total reveals that among all the categories, it was only under adolescents whose mothers were PG or above that majority was moderately emotionally mature (56.25%) otherwise under all the other categories like adolescents whose mothers were illiterate (53.42%), educated upto matric (48.35%), and intermediate to graduation (46.39%), the bulk was extremely emotionally mature. None was observed to be extremely emotionally immature but still 1.37%, 5.49%, 7.22% and 6.25% were found to be emotionally immature among adolescents whose mothers were illiterate, educated upto matric, intermediate to graduation and PG or above.

Placement of Table 1

Impact of educational status of parents on social and emotional maturity of adolescents can be seen from Table 1. A close perusal of the table clearly reveals that except personal adequacy component of social maturity, all the components had non-significant relation with the educational status of father and mother. Adolescents whose fathers were educated upto intermediate or above ($\bar{x}$ =74.14 & 74.15, respectively) were significantly more personally adequate than those whose were illiterate or even educated upto matric ($\bar{x}$ =72.35 & 71.78, respectively). Similarly, the ones whose mothers were post graduate or above ($\bar{x}$ =77.37) were significantly better on personal adequacy than the ones whose mothers were illiterate or even educated upto matric ($\bar{x}$ =71.74 & 71.70, respectively).

The educational status of father in no way was seen to influence the emotional maturity of adolescents. However, educational level of mother was observed to influence two components of emotional maturity viz. emotional progression and social adjustment. It was seen that adolescents whose mothers were post graduate or above were better on emotional progression ($\bar{x}$ =25.62) and social adjustment ($\bar{x}$ = 22.00) components of emotional maturity than those whose were illiterate, educated upto matric or graduate.

In total, the findings revealed that educational status of parents significantly influences the personal adequacy, emotional progression and social adjustment of adolescents. Personal adequacy of an individual includes his work orientation, self-direction and ability to take stress whereas, emotional progression is all about positive thinking. Result illuminated that adolescents of better educated fathers and mothers were found significantly more personally adequate whereas, adolescents of only better educated mothers were found emotionally more progressive and socially adjusted than those whose parents were either illiterate or less educated. This might be due to the fact that mostly children are more emotionally close to their mothers rather than to their fathers and an educated mother can better guide her child to think positive at the time of social and emotional crisis. Crage (2006) also highlighted in his work that highly educated and

working mothers are more sensitive to their children. They highlighted the point that "parents must provide attentive hands-on care to their offspring." Educated mothers can understand their adolescent children better more specifically with respect to the conflicts and confusions they are experiencing. They give better guidelines in the academic line, teach them to cope up with stress during examination, thus making them to be more confident, better decision makers and help them to reduce depression (Athanimath and Yenagi, 2011). Similar result was underlined by Pant and Singh (2015) in their work that adolescents of working and better educated mothers were significantly more socially matured than those of non-working and working but less educated mothers.

But when it comes to the social orientation of the child, both parents participate equally to help the child to take stress and direct himself in the right direction and education adds on in their way of parenting. Sclafani (2004) also mentioned in his book on educated parents' trends in raising children that parents who have gone beyond a high school education are found to be more involved with their offspring than those who were less educated. Many less educated parents simply have more unmanaged stress in their lives, and this stress interferes with ability and opportunity to interact with their child. Similarly, Ara (2012) explored in her work that parents especially with university education spend over an hour a day with their children and are more caring for children than do parents with no education.

Good parenting comes from good education and good education also makes the individual to give a better economic life to his children, which ultimately helps in the development of maturity. In a study (Singh et al. 2014), adolescents from higher income family were seen to be significantly more emotionally mature in comparison to the ones from other classes.

It is the fact that more educated parents can better deal with the social and emotional problems of adolescents as they know more about the social and emotional crises occur during adolescences and how to deal with it. Desforges and Alberto (2003) once said that parental participation in the form of 'at-home good parenting' has a substantial positive influence on children's accomplishment and adjustment even after all other factors modelling attainment have been taken out of the equation.

CONCLUSIONS

The result of the present study has highlighted the importance of educated parents in grooming the different components of social and emotional maturity of adolescents. Firstly, the findings of the study revealed that educational status of parents significantly influences the personal adequacy of the adolescents. Adolescents of better educated parents show significantly superior work-orientation, self-direction and ability to deal with stress than their counterparts. The most obvious reason could be that better educated parents know well about the social-emotional crises which occur during this period of stress and storm and how to prepare the child to overcome it so that their social and emotional development doesn't deteriorate. Secondly, adolescents of highly educated mothers were assessed to be significantly more emotionally positive and socially adjusted than those whose mothers were either illiterate or educated up to matric only. It is a common belief that emotionally children stay more close to their mothers. It could be because of the fact that she stays with her child for a much greater time than any other person and her instructions reflects a very strong influence on attitudes, abilities and behaviour of child. Education adds on in her skill of rearing children and enlighten her knowledge of guiding children in the right direction during emotional crisis. Emotional support provided by the right person at the right time strongly helps in

RECOMMENDATIONS

- Less educated parents are required to understand the importance of education for good parenting.
- Interactive activities between parents and their children should be organised by school authorities so that the gap, which occurs between them due to poor education of parents, can be reduced.
- Training for parents (Parent Education) regarding how to be the principal teacher for their children and full partners in the development of their growing children. Parent education provides opportunities for parents to discover their own strengths, to enhance their parenting skills and life competencies and to learn more about children's developmental growth.
- Parent education could be given at home during home visits, as well as in a group setting in family literacy program centres. It is important to note here that when parent education occurs in a group setting, it also provides opportunities for bonding with other parents for more support.

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APPENDICES

Tables and Figures

Table 1: Mean Differences in Social and Emotional Maturity of Adolescents of Across Parents' Education

Components of Social Maturity	Father's Education				Mother's Education			
	Illiterate (n_1=34)	Upto Matric (n_2=70)	Intermediate to Graduation (n_3=128)	PG or Above (n_4=45)	Illiterate (n_1=73)	Upto Matric (n_2=91)	Intermediate to Graduation (n_3=97)	PG or Above (n_4=16)
Personal Adequacy	72.35^{a}	71.78^{a}	74.14^{b}	74.15^{b}	71.74^{a}	71.70^{a}	75.22^{ab}	77.37^{b}
Inter-personal Adequacy	80.50	79.86	81.13	79.17	80.09	80.13	80.27	80.81
Social Adequacy	86.23	85.46	87.63	85.68	87.01	84.70	87.19	85.31
Composite Social Maturity	239.08	237.11	243.93	239.71	238.84	236.53	242.70	243.50
Components of Emotional Maturity								
Emotional Stability	22.78	23.29	21.69	22.44	24.04	22.18	21.93	23.06
Emotional Progression	22.91	22.77	21.50	23.42	22.42^{a}	22.59^{a}	22.17^{a}	25.62^{b}
Social Adjustment	19.98	20.66	19.13	19.84	20.00^{a}	20.46^{a}	19.22^{a}	22.00^{b}
Personality Integration	18.37	18.39	17.66	18.40	17.76	18.26	18.36	18.87
Independence	17.03	17.81	17.00	18.02	17.52	17.27	16.70	18.68
Composite Emotional Maturity	**101.08**	**102.95**	**96.00**	**102.13**	**101.75**	**100.78**	**98.40**	**108.25**

Means with different superscripts differ significantly at $p<0.05$

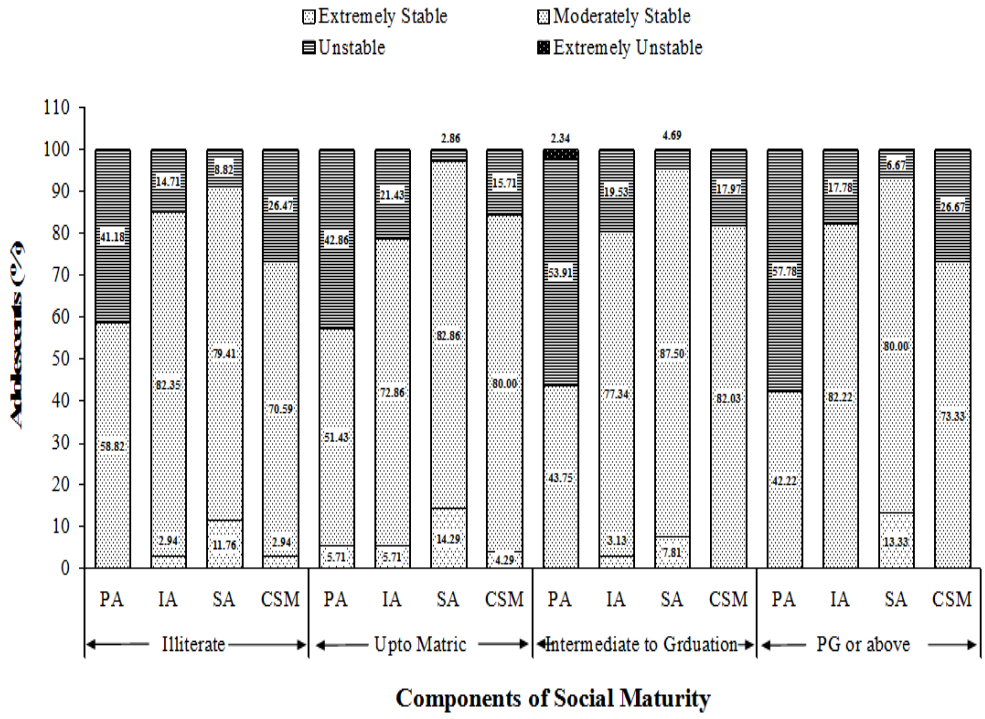


Figure 1: Percentage Distribution of Adolescents on Social Maturity across Father's Education

Note: PA indicates Personal Adequacy, IA indicates Inter-personal Adequacy, SA indicates Social Adequacy and CSM Indicates Composite Social Maturity

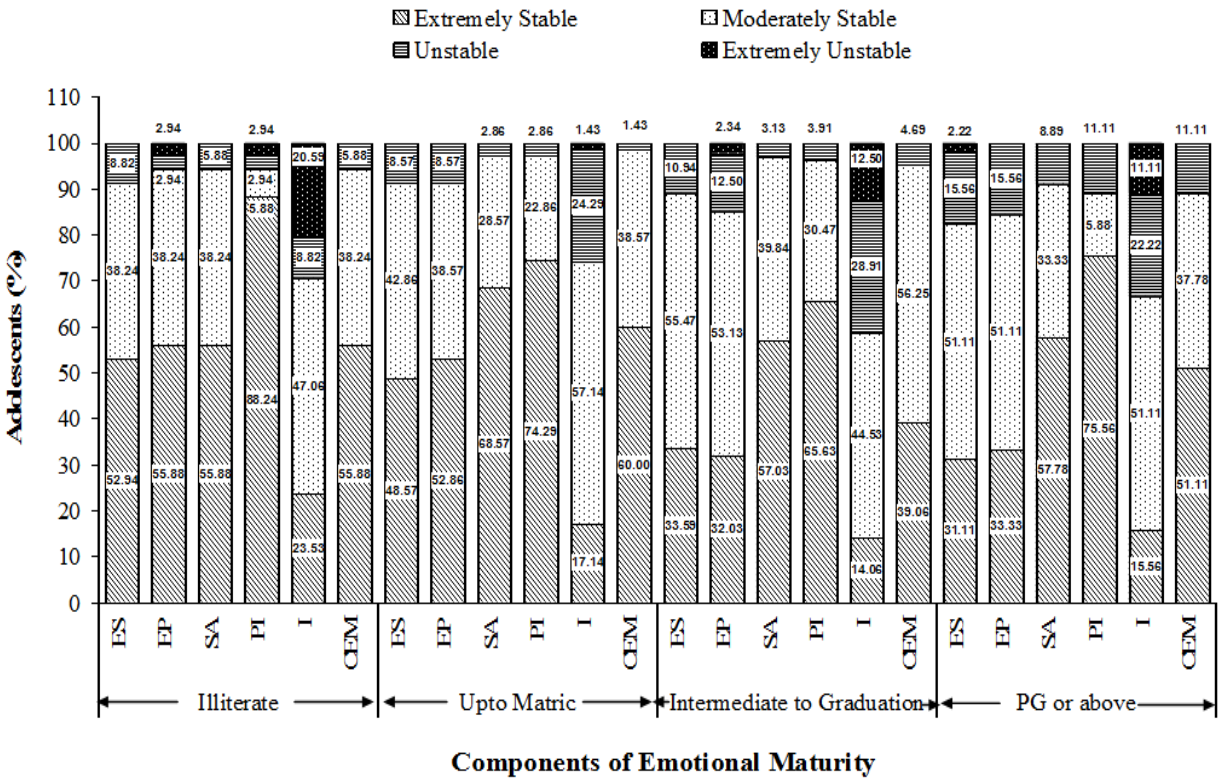


Figure 2: Percentage Distribution of Adolescents on Emotional Maturity across Father's Education

Note: ES indicates Emotional Stability, EP indicates Emotional Progression, SA indicates Social Adjustment, PI indicates Personality Integration, I Indicates Independence and CEM Indicates Composite Emotional Maturity

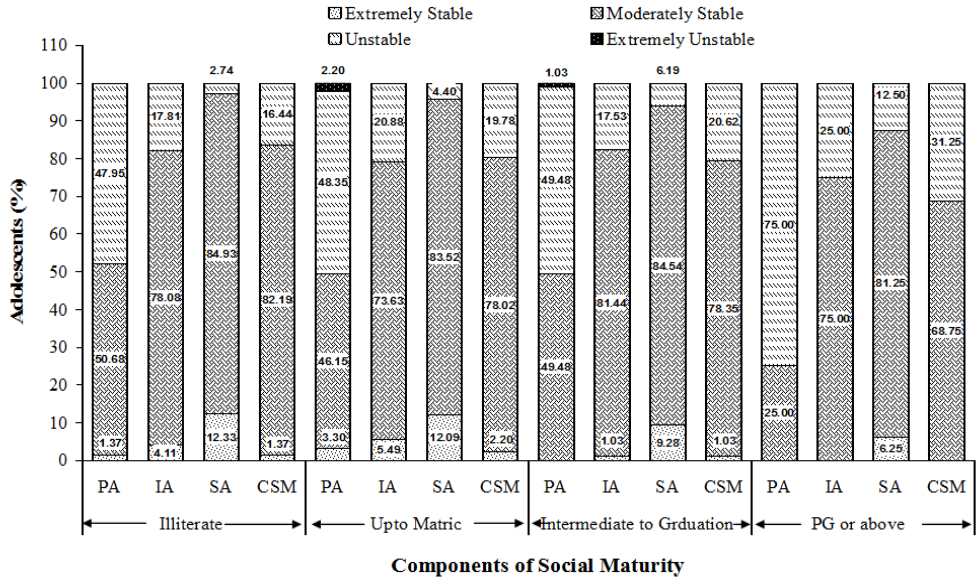


Figure 3: Percentage Distribution of Adolescents on Social Maturity Across Mother's Education

Note: PA indicates Personal Adequacy, IA indicates Inter-personal Adequacy, SA indicates Social Adequacy and CSM indicates Composite Social Maturity

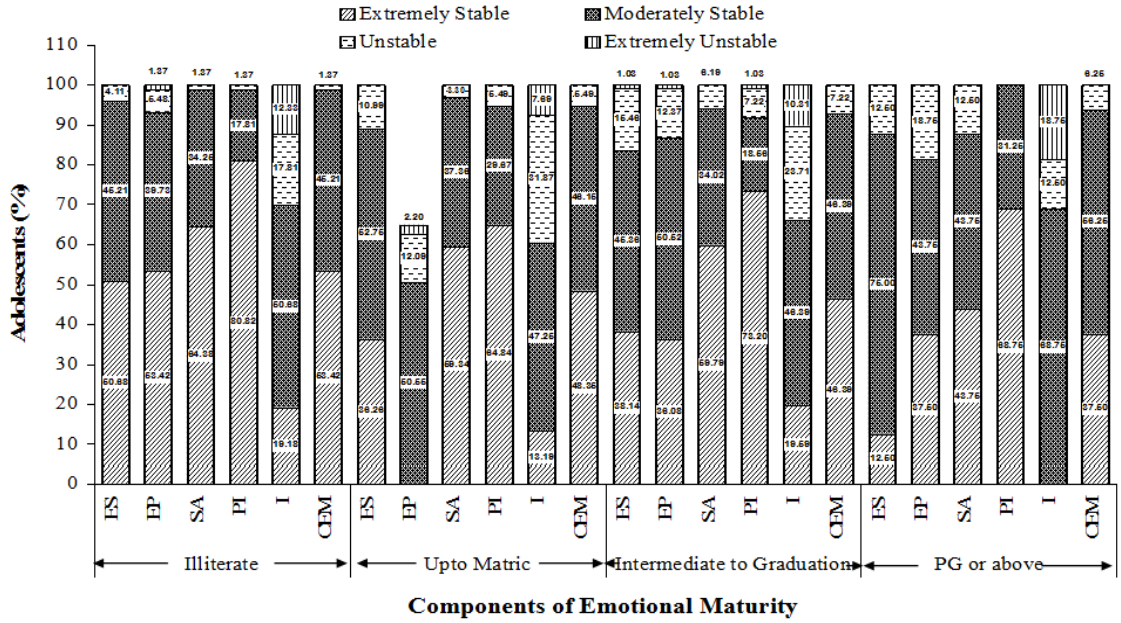


Figure 4: Percentage Distribution of Adolescents on Emotional Maturity across Mother's Education

Note: ES indicates Emotional Stability, EP indicates Emotional Progression, SA indicates Social Adjustment, PI indicates Personality Integration, I indicates Independence and CEM indicates Composite Emotional Maturity